



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Address : Jl. Let. Kol. H. Endro Suratmin Sukarame I Bandar Lampung Telp. (0721) 703260

ADMISSION

**A thesis entitled: "AN ANALYSIS OF STUDENTS' ABILITY IN WRITING
BUSINESS LETTER AT THE FIRST SEMESTER OF THE ELEVENTH
GRADE OF SMK AL-HUDA JATI AGUNG LAMPUNG SELATAN IN THE
ACADEMIC YEAR OF 2016/2017" By: SISILIA AGIL, NPM: 121040170,
Study Program English Education, was tested and defended in the examination
session held on Thursday, October 20, 2016.**

Board of Examiners

The Chairperson

: Bambang Irfani, M.Pd

The Secretary

: Istiqomah Nur R., M.Pd

The First Examiner

: Rohmatillah, M.Pd

Advisor

: Dewi Kurniawati, M.Pd

**The Dean of
Tarbiyah and Teacher Training Faculty**

Dr. H. Chairul Anwar, M.Pd

NIP. 19560810 198703 1 0014



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Address : Jl. Let. Kol. H. Endro Suratmin Sukarame I Bandar Lampung Telp. (0721) 703260

APPROVAL

**Title : AN ANALYSIS OF STUDENTS ABILITY IN WRITING
BUSINESS LETTER AT THE FIRST SEMESTER OF THE
ELEVENTH GRADE OF SMK AL-HUDA JATI AGUNG
LAMPUNG SELATAN IN THE ACADEMIC YEAR OF
2016/2017.**

Student's name : SISILIA AGIL
Student's number : 1211040170
Study program : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED

**To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, the State Institute of Islamic Studies,
Raden Intan Lampung**

Advisor,

Prof. Dr. Idham Kholid, M.Ag
NIP. 19601020 198803 1 005

Co-advisor,

Dewi Kurniawati, M.Pd
NIP. 19800601 200604 2 047

**The Chairperson of
English Education Study Program**

Meisuri, M.Pd

NIP. 19800515 200312 2 004

**AN ANALYSIS OF STUDENTS' ABILITY
IN WRITING BUSINESS LETTER AT THE FIRST SEMESTER
OF THE ELEVENTH GRADE OF SMK AL-HUDA
JATI AGUNG LAMPUNG SELATAN
IN THE ACADEMIC YEAR OF 2016/2017**

**By
SISILIA AGIL**

ABSTRACT

Writing is generally regarded as the most difficult of four skills. Based on interview to the English teacher, the writing skill of some students at the eleventh grade especially class XI Farmasi of SMK Al-Huda Jati Agung Lampung Selatan needs to be increased. The writer found that there were some students who got difficulties in writing, especially business letter. The students also had difficulty developing generic structure of business letter. The objective of the research was to know students' ability in writing business letter at the first semester of the eleventh grade of SMK Al-Huda Jati Agung Lampung Selatan in the Academic Year of 2016/2017.

The research methodology used in this research was descriptive qualitative research. This research was conducted at SMK Al-Huda Jati Agung Lampung Selatan. The research subject of this research was the students of the second semester at the eleventh grade consisted of 135 students, the sample was XI Farmasi which is chosen based on the lowest score. In this research the writer used three data collecting technique they are test, questionnaire, and interview.

Research finding has shown that there were a lot of students' who have very poor score classification. It was found the highest frequency score classification of the students' ability in content is very poor score classification 34.3%. In addition, the writer found the problem faced by the students in writing business letter there were 57.1% students had problem with punctuation, 62.9% students had difficulties in writing business letter, and 85.7% students thought that if we have learning a business letter it can be useful in the future. Based on the result of interview, the teacher stated that they must explain and give the students more practice about writing business letter to solve the problems in writing business letter.

Key words : Business Letter of Inquiry, Descriptive Qualitative Research, , Writing.

DECLARATION

I hereby state that this thesis entitled: An Analysis of Students' Ability in Writing Business Letter at the Second Semester of the Eleventh Grade of SMK Al-Huda Jati Agung Lampung Selatan in the Academic Year of 2015/2016. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text.

Bandar Lampung, October 2016

Declared by,

SISILIA AGIL

DEDICATION

This thesis is dedicated to:

1. My beloved Father and Mother, Mr. Supar Hengki Lawendatu and Mrs. Tinem Kartina, who always pray for my success. Thanks for motivation and support that given to me. I love you forever.
2. My beloved brother, Helmi Iskandar and all my families who always support me.
3. My beloved Almamater and lecturers of IAIN Raden Intan Lampung.

MOTTO

Surat Al-Qalam : 1

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

1. Nun. By the pen and what they write.¹

¹ Allama Abdullah Yusuf Ali, *The Holy Quran Arabic Text with English Teanslation* India,2006.,p.402

CURRICULUM VITAE

The writer's name is Sisilia Agil. She was born on August 23, 1994 in Bandar Lampung. She is the second child out of four children of couple Mr. Supar Hengki Lawendatu and Mrs. Tinem Kartina. She has one brother. He is Helmi Iskandar.

The writer began her study at Raudhatul Athfal (RA) Aji Daya Bandar Lampung. Then, she continued her study at SD N 1 Labuhan Ratu and graduated in 2006. She continued her study in Junior High School at Al-Azhar 3 Bandar Lampung and graduated in 2009. She continued her study in Senior High School at Al-Azhar 3 Bandar Lampung and finished in 2012. In the same year, she decided to study in English Educational Program of Tarbiyah and Teacher Training Faculty of State Institute of Islamic Studies of Raden Intan Lampung.

ACKNOWLEDGEMENT

Praise be to Allah, the almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad Peace Be Upon Him (PBUH) , with his family and followers. This thesis entitled “An Analysis of Students’ Ability in Writing Business Letter at the First Semester of the Eleventh Grade of SMK Al-Huda Jati Agung Lampung Selatan in the Academic Year of 2016/2017” is submitted as a compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah and Teacher Training Faculty, the State Institute of Islamic Studies (IAIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank :

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, IAIN Raden Intan Lampung with his personnel, who has given an opportunity and forbearance to the writer when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of IAIN Raden Intan Lampung.
3. Prof. Dr. Idham Kholid, M.Ag, the advisor who has spent countless days to give correcting this thesis for its betterment.

4. Dewi Kurniawati, M.Pd, the co-advisor, who has always patiently guided, helped and countless time that has given to the writer to finish this thesis.
5. The English Department Lecturers in IAIN Raden Intan Lampung.
6. The headmaster of SMK Al-Huda Jati Agung Lampung Selatan, the teacher and the students of the eleventh grade of SMK Al-Huda Jati Agung Lampung Selatan.
7. My beloved friends Anas Safitri, S.Pd, Riska Elvita S.Pd, Resi Ardila S.Pd, Dyah Purnama Putri, Lilis Pristiani, Bella Maidiya Putri, Istiqomah, Emilia Nandasari, Ina Roziati, Annisa Fadillah, S.Pd, Silvia Indrawaty Widita, S.Pd, and Amelya Herda Losari S.Pd who always help the writer and cheer me up when I am down. I love you guys.
8. The last writer would like also to say thanks to E Class of English Study Program 2012, thanks for the best time and the best moment.

Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis. For this, the writer sincerely welcomes criticisms and suggestion from the readers to enhance the quality of this thesis.

Bandar Lampung, October 2016
Declared by,

SISILIA AGIL

**AN ANALYSIS OF STUDENTS' ABILITY
IN WRITING BUSINESS LETTER AT THE FIRST SEMESTER
OF THE ELEVENTH GRADE OF SMK AL-HUDA
JATI AGUNG LAMPUNG SELATAN
IN THE ACADEMIC YEAR OF 2016/2017**



A Thesis

**Submitted as a Partial Fulfillment of
the Requirements for S1-Degree**

By:

**SISILIA AGIL
NPM: 1211040170**

Study Program: English Education

Advisor : Prof. Dr. Idham Kholid, M.Ag

Co-Advisor : Dewi Kurniawati, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG
2016**

TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION.....	iv
DECLARATION.....	v
DEDICATION.....	vi
MOTTO	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLES	xii
LIST OF APPENDICES	xiii

CHAPTER I INTRODUCTION

A. Background of the Problem.....	1
B. Identification of the Problem.....	6
C. Limitation of the Problem	7
D. Formulation of the Problem	7
E. Objective of the Research	7
F. Use of the Research.....	7
1. Theoretically	7
2. Practically.....	8
G. Scope of the Research	8
1. Subject of the Research.....	8
2. Object of the Research	8
3. Place of the Research	8
4. Time of the Research	8

CHAPTER II REVIEW OF LITERATURE

A. Concept of Writing.....	9
B. Concept of Writing Ability	11
C. Concept of Writing Business Letter	15
D. Parts of Business Letter.....	17

E. Kinds of Business Letter	21
F. Concept of Students' Ability in Writing Business Letter	29

CHAPTER III RESEARCH METHODOLOGY

A. Research Design	31
B. Research Subject	32
C. Data Collecting Technique	33
1. Test	33
2. Questionnaire	34
3. Interview	34
D. Research Procedures	35
E. Validity of the Data	35
F. Data Analysis	37

CHAPTER IV RESULT AND DISCUSSION

A. General Description of the Place of the Research	39
B. Condition of Teachers and Students	40
C. Research Procedure	42
D. Data Analysis	43
E. Result of the Research	44
F. Questionnaire Result	46
G. Interview Report	51
H. Discussion	52

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	54
B. Suggestion	55

REFERENCES

APPENDICES

LIST OF TABLES

	Page
Table 1 The Students' Writing Score.....	5
Table 2 Scoring Sistem Writing.....	16
Table 3General Business Transaction Process	23
Table 4 Letter of Inquiry	25
Table 5 Offering Letter	27
Table 6 Ordering Letter.....	29
Table 7The Number of the Students	34
Table 8 Data of Teachers and Staff.....	41
Table 9 Number of all Students	42
Table 10 Facilities and Condition of the School.....	42
Table 11 The Percentage of Score Classification	46
Table 12 Result of Questionnaire no.1.....	47
Table 13 Result of Questionnaire no.2.....	48
Table 14 Result of Questionnaire no.3.....	48
Table 15 Result of Questionnaire no.4.....	49
Table 16 Result of Questionnaire no.5.....	49
Table 17 Result of Questionnaire no.6.....	50
Table 18 Result of Questionnaire no.7.....	50
Table 19 Result of Questionnaire no.8.....	51

Table 20 Result of Questionnaire no.9.....51

Table 21 Result of Questionnaire no.10.....52

LIST OF APPENDICES

	Page
Appendix 1 Questionnaire for the Students	63
Appendix 2 Interview for the Teacher	65
Appendix 3 The Students' Name of XI Farmasi of SMK Al-Huda.....	68
Appendix 4 The Percentage of Score Classification.....	70
Appendix 5 The facilities of SMK Al-Huda Jati Agung Lampung Selatan	71
Appendix 6 Data of Teachers and Staff in SMK Al-Huda	72
Appendix 7 Syllabus	74

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a dynamic process of pattern formation by which humans use linguistic forms to make meaning in context-appropriate ways.¹It means that language is the most important tool in human life for communication. Without language people cannot communicate with each other and express their ideas, thought, opinion and feeling. People will find difficulties in communicating with others, from different countries because they do not have same language in order to keep in touch among other. With language people can express what their think and feel when communicating with other people.

Language is a social construct as much as it is a mental ability. It is important for students to be just as aware of this in a foreign or second language as they are in their own.² Description of language has so far taken in grammar, vocabulary, and language

¹ Diane Larsen-Freeman, *Teaching Language: From Grammar To Grammmaring*, (New York: Transcontinental Printing, 2003), p.142.

² Jeremy Harmer, *The Principle English Language Teaching*, 3rdEd, (New York: Longman, 2001), p.25.

use (translated by applied linguistic into a study of language function and the appropriate use of language in different situation).

English as studied by people who live in places where English is not the first language of the people who live in the country.³English is the first foreign language that is taught to all students in Indonesia in every level of education such as elementary school, junior high school, senior high school and university. Nowadays, English has become more and more important in all sides of life, such as education, economic, and business. English is also as the language of science and knowledge. People can find many books written in English. There are four main skills in learning English. They are listening, speaking, reading and writing.

All of the skills in English are so important. They are applied for getting the ability of how to use English as a communication. The writer just wants to focus on one skill, it is writing. The troubles that make writing difficult are how to establish an attention-grabbing first sentence, find interesting stuff, and inspire about any ideas something fantastic comes out.⁴Writing is one of language skills, which is very important for the students to learn since it is one of the productive skills that are frequently used to convey the idea (to communicate with other) besides speaking.

³ Jerry G. Gebhard, *Teaching English as Foreign or Second Language*, (Michigan: The University of Michigan Press, 1996), p. 2.

⁴H Douglas Brown, *Teaching by Principles*, (New Jersey: Prentice-Hall Inc, 1994), p. 217.

Writing is one of the most important and valued skills in the business world. The introduction and development of electronic communications has increased the need for written correspondence. More so than ever before, there is a requirement to ensure clarity and effectiveness in the written message. This include when some people want to apply a business which is happened by using a letter between two persons, then a correspondence activity is happened. Correspondence which is happened in the world trading called a business letter.⁵ Richards and Renandya state that writing is a means of communication when the students can not express with speech. Therefore, writing is one of activities for the students to express their ideas and feeling in form of written language.⁶ From the statement above the writer concludes that writing is the way to communication with the other when they can not express their ideas with speech, so they write the letter to communicate with the other people.

A business letter is a formal communication between people or companies and it is written to conduct some sort of business. Every person within an organization is in customer relations, so writing an effective business letter is an important skill for every employee, manager and business owner. Drucker, the father of the science of office management says, as soon as you take one step up the career ladder your effectiveness depends on your ability to communicate your thoughts in writing and in

⁵Pandapotan Sianipar, *Tips and Trick Make a English Business Letter* (Jakarta: Gramedia, 1995), p.3.

⁶Jack c. Richards and Willy a. Renandya, *Methodology in Language Teaching; An Anthology of Current Practice* (New York: Cambridge University Press, 2002), p.303.

speaking. Business letters can be challenging to write, because you have to consider how to get your reader's attention. Getting the reader's attention is a tough job. If your letter is long-winded, pompous, or says nothing of interest, you will lose the reader.⁷ From the statement above the writer conclude that business letter is the way to communication with the people or companies to get information.

In learning English, of course mastering writing is very important but the fact most of students still low to explore their mind in writtem form. Based on preliminary research by an English teacher in SMK Al-Huda Jati Agung Lampung Selatan Mr. Edi Susanto, S.Pd, it was known that the students whomhe teaches got the problem in writing.This might becaused by some factors such as laziness to practice writing, limited mastery the form of writing, still some difficulties in determining what the tense is appropriate used for their paragraph, and the students had difficulties to expressing their ideas in written form to be a good business letter.

Based on the preliminary research on February 11th, 2016 the writer got the data from the English teacher Mr. Edi, S.Pd ofSMK Al-Huda Jati Agung, some of students founds difficulties in writing. It happened because they had lazy to practice writing and they had difficulties to expressing their ideas. It also can be seen on the table below:

⁷Vicki H. Morrison, An Anchor For Management Students: The Value Of Drucker's Contribution, *International Journal of Business, Humanities and Technology*. Vol. 1 No. 3; November 2011. March 30th2016.

Table 1
Students' Writing Business Letter Score of the Eleventh Grade at
SMK Al-Huda Jati Agung Lampung Selatan

No.	Class	Students' Score		Number of Students
		< 70	≥ 70	
1	XI TKJ 1	14	17	31
2	XI TKJ 2	16	15	31
3	XI TKR	18	20	38
4	XI FARMASI	20	15	35
Total		62	73	135

Source: Documentation of SMK Al-Huda Jati Agung Lampung Selatan

Based on the data in table 1 above, total number of students at the second semester of eleventh grade of SMK Al-Huda Jati Agung Lampung Selatan is 135 and the value of the minimum mastery (KKM) is 70. In this research the writer chose one class that got the lowest score among the others class. In class XI Farmasi only 15 students got score above the criterion of minimum mastery (KKM), so the writer interested to analyze class XI Farmasi.

In teaching English writing, the students of SMK Al-Huda Jati Agung Lampung Selatan are given material about writing. One type of writing that is taught writing business letter. The students do not know how to make a good business letter with a good structure of writing business letter. That fact means that many students had problem in understanding and how to make a good business letter. The writer chosed

the eleventh grade because based on the syllabus the material about business letter is in the eleventh grade in SMK Al-Huda Jati Agung Lampung Selatan.

The previous study was conducted by Mulyani on An Analysis of Students' Ability in Writing Business Letter at the Second Semester at the Eleventh Grade of SMKN 1 Malang. She concluded that the students ability in writing business letter is low scores in class 11 TKJ A, the percentage in this class is 42.5% that 16 students get low scores.⁸ It means that in Mulyani research that there were a lot of students' who have low score.

Based on the reason above, the writer just focused on analyzing more about the students writing skill in writing business letter at SMK Al-Huda Jati Agung. The writer conducted a research entitled "An Analysis of Students' Ability in Writing Business Letter at the first Semester of The Eleventh Grade of SMK Al-Huda Jati Agung Lampung Selatan in The Academic Year Of 2016/2017".

B. Identification of the Problem

The writer identifies the problems as follows :

1. The students have difficulties in writing business letter.
2. The students have problems in writing business letter.

⁸Tri , *An Analysis of Students' Ability in Writing Business Letter* (Malang: Universitas Muhammadiyah Malang, 2014).

3. The students find difficulties in expressing their ideas to make a business letter.

C. Limitation of the Problem

From the identification of the problem above, the writer focused on: An Analysis of Students' Ability in Writing Business Letter of Inquiry Letter at the First Semester of the Eleventh Grade of SMK Al-Huda Jati Agung Lampung Selatan in the Academic Year of 2016/2017.

D. Formulation of the Problem

Based on the limitation above, the writer formulated the problem as follows : How is the students' ability in writing business letter?

E. Objective of the Research

The purposes of the research are: To know students' ability in writing business letter.

F. Use of the Research

1. Theoretically

This research to give information to the English teacher about the students' ability and the problem in writing business letter.

2. Practically

This research to give a feedback for the English teacher at Vocational High School in which this study is done about the students' problems in writing business letter.

G. Scope of the Research

1. Subject of Research

The subject of research was the first semester of the eleventh grade of SMK Al-Huda Jati Agung Lampung Selatan in the academic year of 2016/2017.

2. Object of the Research

The object of the research was students' ability in writing business letter.

3. Place of the Research

The writer conducted the research at SMK Al-Huda Jati Agung Lampung Selatan.

4. Time of the Research

The writer conducted the research at the first semester of SMK Al-Huda Jati Agung Lampung Selatan in the academic year of 2016/2017.

CHAPTER II

REVIEW OF LITERATURE

A. Concept of Writing

Writing is a complicated skill of English. When students have good vocabulary and the sentence pattern (grammatical), they will be able to arrange and write a good composition of writing. Writing is students' expressing their idea and feeling that combined with vocabulary mastery, mastery of grammar and the technique of how to write all. It means that writing is one of four skills that important and should be mastered by students.

Students express their idea and feeling on the paper with the combination of good vocabulary and grammar. Then, Scott and Ytreberg state that writing activities, like oral activities, go home being tightly controlles to being completely free.¹ You will usually do more guided activities with beginners, but you should not exclude very simple free activities.² From the statement above writing is the activity process of mind expression into the paper. Moreover, students should be guided and controlled by teacher to make good writing.

¹Wendy A. Scott and Lisbeth H Ytreberg, *Teaching English to Children*, (London: Longman), p.69

²*Ibid.*

Writing is the skill that processed by human being to produce her ideas and thought into written-forms, although the ideas or thought can also produce through spoken-forms. It means that writing is one of important skill can produce of human thought in written forms.

Harmer says that writing is one of skills to be achieved in English language learning, writing has always formed part of the syllabus in the teaching of English. Writing has been characterized as a written. The students should be encouraged to express their ideas, experience, thoughts, and feelings through writing.³ Byrne states, when we write, we use graphic symbols: that is, letter or combination of letters which relate to the sounds we make when we speak.⁴ It is felt when we speak, it is expressed by group of the letters that relate each other so that the reader can get the message of the writer. To be successful in writing, students should require more attentions on their writing. Furthermore, Raimes says, when they write, they need to be involved fully with the new language, the effort to express idea and the constant use of eye, hand and brain as a unique way to reinforce learning.⁵ It means that to make a good writing we should combine group of letters that relate each other to express idea fully.

³Jeremy Harmer, *How To Teach Writing*, (England: Longman, fourth Impression, 2004), p.31.

⁴Donn Byrne, *Teaching Writing Skill*, (England: Longman, First published, 1998), p.1.

⁵Raimes, *Technique in Teaching Writing*, (New York: Oxford University, first published, 1983), p.3.

According to the statement above, the writer can conclude that writing is a way to produce language that comes from thought and it is written form. Then, writing is the process communication, which include some of important activities.

B. Concept of Writing Ability

Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. Writing ability further depends on the ability to think clearly about something that we want to write in written form. Hyland states that, writing is regarded as an extension of grammar – a means of reinforcing language pattern through habit formation and testing learners' ability to produce well-formed sentences.⁶ Ability in writing is important because writing is one of crucial ways to deliver information through a language mastered by both the reader and the writer. If we have ability in writing, so we can write a good written form.

According to Brown, he states that writing is in fact a transaction with words whereby you free yourself from what you presently think feel and receive.⁷ It means that writer makes the writer available to herself better than what she would be stuck with if he would actually succeeded in making her ideas clearly in written form.

Writing is a complicated skill of English. When students have good vocabulary and the sentence pattern (grammatical), they was able to arrange and write a good

⁶Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p.3

⁷H. Douglas Brown, *Op. Cit*, 2001. p.337.

composition of writing. In addition writing is students' expressing their idea and feeling that combined with vocabulary mastery, mastery of grammar and the technique of how to write all. Writing is one of four skills that important and should be mastered by students.⁸ Vocabulary and sentence pattern are some factors to have good writing.

Ability is a skill or an individual person's potency to master the skill of doing a variety of tasks in a job or an assessment of a person's actions. Zain in Yusdi states that ability is the ability, skill, strength that we are trying by ourselves.⁹ Whereas Sinaga and Hadiati state that one's ability as a base which itself is related to the implementation of the job effectively or very successful.¹⁰ Another opinion, according to Webster students' ability is the quality or state of being able, power to do something and competence in doing.¹¹ It means that the students' ability can be seen by their skill in mastering writing especially in writing business letter.

Based on the statement above writing is skill of English in expressing idea and feeling that combined with vocabulary of grammar and the technique of two write all, and ability is a skill or individual person's potency to master the skill of doing a variety of tasks in a job or an assessment of a person's actions. So writing ability is

⁸Jeremy Harmer, *Loc. Cit.*

⁹RestiaApriani, *An Analysis of Students' Ability in Writing Narrative Paragraph*, (Lampung: IAIN RadenIntan Lampung, 2015), p.17

¹⁰Ibid

¹¹Ibid

the potency of the person's in writing skill of English in expressing idea especially in writing business letter of inquiry.

According to Tribble, the measurement in order to asses the student writing ability analytic rating scale will be use to classify students ability they are content, organization, vocabulary, language, and mechanics.¹²

There is no better way to consistently improve students work and knowledge of the craft than by adopting good writing ability. According to Tribble, the measurement in order to asses the students writing ability analytic rating scale would be used to classify students ability they are:

Table 2
Scoring System Writing

Area	Score	Description
Content	20-17	Excellent to very good: excellent to very good treatment of the subject; considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: adequate treatment of topic; some variety of ideas of argument; some independence of interfrtation of the topic; most content relevan to the topic; reasonably accurate detail.
	11-8	Fair to poor: treatment of the topic is hardly adequate; little variety off ideas or argument; some irrelevant content; lacking detail.
	7-5	Very poor: inadequate treatment of the topic; no variety of ideas or argument; content irrelevant, or very restricted;

¹²Christopher Tribble, *Writing*, (New York: Oxford University Press, 1996), p.130

		almost useful detail.
	4-0	Inadequate: fails to address the task with any effectiveness.
Organization	20-17	Excellent to very good: fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	Good to average: uneven expression, but main ideas stand out; paragraphing or section organization evident; logically sequenced (coherence); connectives used (cohesion).
	11-8	Fair to poor: very uneven expression, ideas difficult to follow; paragraphing or organization does not to help the reader; logical sequence difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	Very to poor: lack fluent expression, ideas very difficult to follow, little sense of paragraphing or organization; no sense of logical sequence (coherence); connectives not used (cohesion).
	4-0	Inadequate: fails to address this aspect of the task with any effectiveness.
Vocabulary	20-17	Excellent to very good: wide range of vocabulary; accurate word or idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: adequate range of vocabulary; occasional mistakes in word or idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: limited range vocabulary; a noticeable number of mistakes in word or idiom choice and usage; register not always appropriate.
	7-5	Very poor: no range of vocabulary; uncomfortably frequent mistakes in word or idiom choice and usage; no apparent sense of register.
	4-0	Inadequate: fails to address this aspect of the task with any effectiveness.
Language	30-24	Excellent to very good: confident handling of appropriate structures, hardly any errors of agreement. Tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
	23-18	Good to average: acceptable grammar – but problems with more complex structures; mostly appropriate structures; some errors of agreement. Tense, number, word order, articles,

		pronouns, prepositions, meaning sometimes obscured.
	17-10	Fair to poor: insufficient range of structures with control only shown in simple constructions; frequent errors of agreement. Tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	Very poor: major problems with structures – even simple ones; frequent errors of negation, agreement, tense, number word order/function, articles, pronouns, prepositions; meaning often obscured.
	5-0	Inadequate: fails to address this aspect of the task with any effectiveness.
Mechanics	10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization, layout.
	7-5	Good to average: occasional errors in spelling, punctuation, capitalization, layout.
	4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization, layout.
	1-0	Very poor: fails to address this aspect of the task with any effectiveness.

Because of this study focused on analysis of students ability in writing business letter, the writer took on content, organization, vocabulary, language and mechanics.

C. Concept of Writing Business Letter

A business letter is a formal communication between people or companies and it is written to conduct some sort of business. Every person within an organization is in customer relations, so writing an effective business letter is an important skill for every employee, manager and business owner. Drucker, the father of the science of office management says, as soon as you take one step up the career ladder your effectiveness depends on your ability to communicate your thoughts in writing and in

speaking.¹³ Business letters can be challenging to write, because you have to consider how to get your reader's attention. Getting the reader's attention is a tough job. If your letter is long-winded, pompous, or says nothing of interest, you will lose the reader.

As a means of written communication, business letter certainly has the shape and the use of different expressions when compared with the usual letters. The form of letters and the expressions used should certainly be able to give a positive impression and fun for readers.¹⁴ This is an important factor that can not be ignored in order to facilitate export-import activities to be achieved.

According to Carey business letter is formal letter which is written someone to promote production, request information about product or order product itself.¹⁵ Formal letter is a letter that addressed to organization of official that used normally more formal language.

¹³Vicki H. Morrison, *An Anchor For Management Students: The Value Of Drucker's Contribution*, (*International Journal of Business, Humanities and Technology*. Vol. 1 No. 3; November 2011). March 30th2016.

¹⁴Pandapotan Sianipar, *Op.Cit.*, p.4.

¹⁵John. A. Carey. *Business Letters for Busy People* (National Press Publications, 2002), p.10.

D. Parts of Business Letter

1. Letterhead

Most business letters originating from a firm are written on the firm's letterhead.

If you are writing a personal business letter or your firm does not use letterhead, then you need to include your firm's address in the heading.

2. Date

When you are using a heading instead of letterhead, place the date on the first line and the address on the subsequent lines as follows:

September 9, 20XX

359 Longview Road

Mt. Vernon, IL 65676

This should be the date the letter is written. Be sure to write out the month and to include both the date and year for adequate reference.

3. File Number

On occasion, you may wish to include the file number of the project, case or order that the letter refers to. The file number should be physically separated from the date by two spaces and from the part that follows (Confidential or Inside Address) by two spaces.

4. Confidential

Use this word when the person to whom the letter is addressed is the only one who should read the letter. Physically separate the word from the rest of the letter by two lines. To assure confidentiality, include the word “Confidential” on the envelope.

5. Inside Address

This should include the name of the person you are writing, the person’s title (if available), the name of the firm and the firm’s address.

6. Attention Line

This is used when you do not know the name of the person you are writing and the letter is addressed to the firm. For example, the attention line may say, “Attention: Head of Accounting.” It may also be used when you know the name of the person you are writing but are unsure of the title.

7. Salutation

The salutation is used in all formats except the Simplified Letter and the Memo.

The following are salutations used in American business letters:

- Dear Sir:
- Dear Madam:(may be followed by title, such as Dear Madam Chairperson:)
- Gentlemen:
- Ladies:

- Dear Mr. Bryan:
- Dear Ms. Gray:
- Ladies and Gentlemen:

8. Subject Line

The subject line is most commonly used in the Simplified Letter. It announces the subject of the letter and provides a summary of your intent.

9. Body of the Letter

This is where you make requests, provide information or reasons or reply to someone. It is the main part of the business letter.

10. Complimentary Close

This varies in formality and is found in all business letters with the exception of the Simplified Letter and the Memo. The following complimentary closes are in order of decreasing formality:

- Very truly yours,
- Respectfully,
- Sincerely yours,
- Cordially,
- Sincerely,

The most appropriate, in general situations, is the last.

11. Signature

There should be four lines between the complimentary close (or the body in the Simplified Letter) and your typed name so there is room for your signature.

12. Additional Information

If needed, this consists of the sender's initials in capital letters followed by a colon, followed by the typist's initials in small letters. You may also find the abbreviations "Enc." for enclosure and "cc:" or "xc:" for copies sent, followed by names of persons receiving the copies.

13. Postscript

The "P.S." highlights additional information that might have been placed in the letter but for some reason was not. Often used in sales, promotional or personal letters, the postscript can emphasize a request for action or consideration. It is often the first thing the recipient reads. Use it to entice or motivate your reader.

Postscripts are especially effective in sales or form letters.¹⁶

Based on statement above, it can be concluded that business letter is the way to communication with people or companies because business letter is important and effective for every employee, manager and business owner and if we use business letter we can promote production, request information about product or order product

¹⁶ *Ibid*

itself.¹⁷ And based on the definition parts of business letter above, there are letterhead, date, file number, confidential, inside address, attention line, salutation, subject line, body of the letter, complimentary close, signature, additional information, and the last postscript it can be conclude it must be complete and clear.

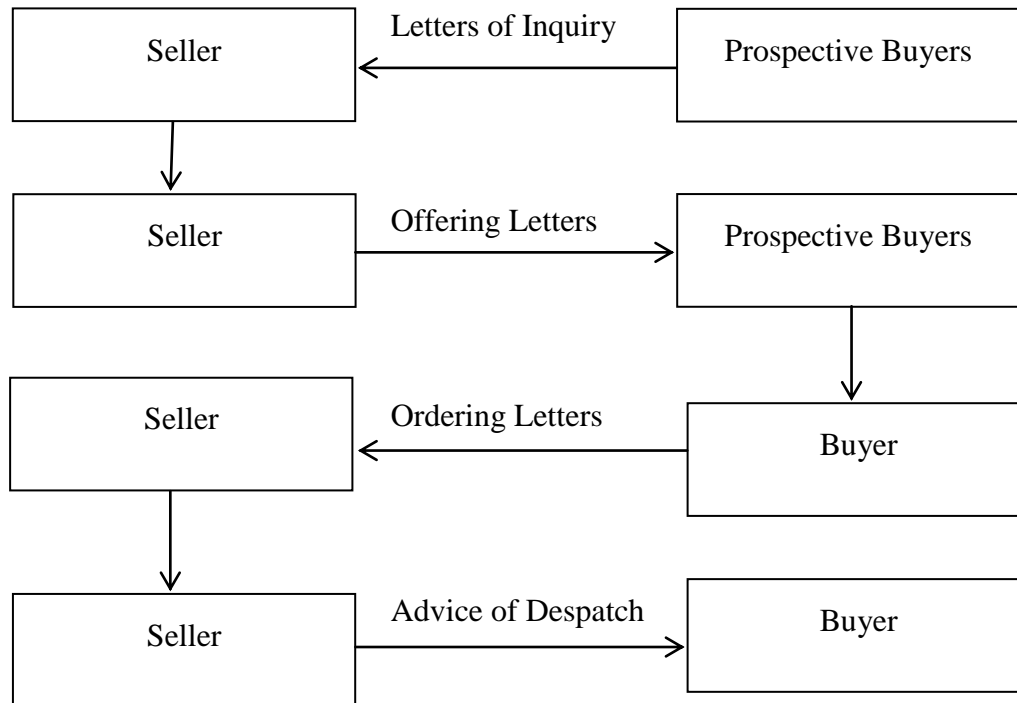
E. Kinds of Business Letter

In order for trade activities run smoothly, buyers and sellers need to know the business procedures, the rules of business which is the process leading to the transaction.¹⁸

¹⁷John. A. Carey. *Business Letters for Busy People* (National Press Publications, 2002), p.10.

¹⁸*Ibid*

Table 3
General Business Transaction Process



In Table 3 above shows the general process business transactions, ranging from prospective buyers ask for information to the seller until the seller sends the items ordered. The process is a smooth process description, which began requesting information from prospective buyers until the transactions are no cases that hinder. In this process only takes 4 types of letter, they are letter of inquiry, offering letter, ordering letter, and advice of dispatch.¹⁹

¹⁹Pandapotan Sianipar, *Op.Cit.*, p.25.

a. Letter of Inquiry

The process of trade transactions generally begins with a letter of request for information. Letter of request for information was made by letter addressed to the prospective buyer and the seller, requesting information on goods to be bought.

As a modern office equipment importing company, purchasing manager PT. PACIFIC FURNITURE read the products advertised which made by SINGAPORE OFFICE FURNITURE CO.LTD. in Strait Times. Feeling interested in the products of the company, purchasing manager of PT. PASIFIC FURNITURE sent a letter of inquiry whose contents are as follows:

Table 4
Letter of Inquiry

Ref.: RS/JA

April 14, 2015

Singapore Office Furniture Co. Ltd.
31 Rose Road
Singapore City
Singapore

Dear Sirs,

RE: OFFICE FURNITURE

We are interested in your products advertised in Strait Times recently. Our customers consist of private and government office not only in Jakarta, but also in many other cities in Indonesia.

We should be pleased if you would send us your price list along with illustrated catalogues. If your terms are satisfactory we may place regular orders. Please quote your prices f.o.b Port of Singapore.

Yours faithfully,

FOR PT. PASIFIC FURNITURE

Ir. Pandapotan Sianipar

Purchasing Manager

b. Offering Letter

When receiving a letter of request information from prospective buyers, sellers see this as a good opportunity to increase sales in order to increase corporate profits. Then the seller immediately respond to the offer letter, namely the letter created a seller and addressed to prospective buyers, lists / information specific goods or services requested information.

In providing information unit price of the goods offered, it should also set out who is carry on the costs of the goods concerned. It must be emphasized in terms of delivery of the goods.

Letters requesting information from PT. PACIFIC FURNITURE received and read by SINGAPORE OFFICE FURNITURE CO. LTD. It then answered with an offer letter whose content is as follows:

Table 5
Offering Letter

Your Ref.: RS/JA

April 20, 2015

Our Ref. : JJ/DF

PT. Pasific Furniture

100 Merdeka Street

Jakarta

Indonesia

For Attention: Ir. Pandapotan S.

Purchasing Manager

Dear Sirs,

RE: OFFICE FURNITURE

Thank you for your letter of April 14, 2015 asking for our price list, illustrated catalogues and f.o.b quotation. We have pleasure in enclosing our price list along with our latest catalogues on modern office furniture.

All prices are quoted f.o.b Singapore

We should like to draw your attention to our fireproof safes and feeling cabinets Model A-001 which sell well in many other countries.

We look forward to receiving your order which will have our best attention.

Your faithfully,

FOR SINGAPORE OFFICE

FURNITURE CO. LTD.

Mr. Fandi Ahmad

Sales Manager

Encl: -price list

-illustrated catalogues

c. Ordering Letter

After receiving the requested information, potential buyers learn it as carefully as possible. If all sellers to offer in accordance with the needs and financial circumstances, then was sent a letter of order. Mail order is a letter that made a potential buyer to the seller, requesting certain goods or services. This comes with a mail Order Form.

When ordering goods should also be determined who is carry on the costs of the goods in question, whether the seller or the buyer. It must be emphasized in terms of delivery of goods.

PT PACIFIC FURNITURE ask a sales letter and studied price list, catalogs, and the terms submitted by SINGAPORE OFFICE FURNITURE CO. LTD. Then PT PASIFIC FURNITURE decided to order goods company and sent a Ordering Letter the contents:

Table 6
Ordering Letter

Your Ref.: JJ/DF

April 25, 2015

Our Ref. : RS/JA

Singapore Office Furniture Co. Ltd.

31 Rose Road

Singapore City

Singapore

For Attention: Mr. Fandi Ahmad
Sales Manager

Dear Sirs,

RE: OUR ORDER NO. 123

We thank you for your price list, illustrated catalogues and quotation f.o.b Singapore. We are convinced that your fireproof filing cabinets will meet our requirements.

We are therefore placing an order. We enclose an official order form for the above goods. The order will call for a Pro Forma Invoice, which should include full details of discount, freight and insurance. Taking everything into consideration, we feel it safer to order the goods with price c.i.f Port of Priok.

This order is subject to delivery before May 10, 2015. We therefore reserve the right to cancel the order and/or return the shipment at your risk and expense at any time after that date.

Since this is the first time we have done business, the most acceptable method of payment will be by Irrevocable Letter of Credit. Our bank, Bank Victoria Jakarta, will therefore issue a Letter of Credit in your favor for your invoice c.i.f Priok, and the amount of our Letter of Credit will be sufficient to cover this. We hope this is acceptable.

We will accept your draft for 60 days on our credit. Our bank will inform you of the type and numbers of copies of the documents requires. The credit will be issued only against documents.

Yours faithfully,

FOR PT PASIFIC FURNITURE

Ir. Pandapotan Sianipar

Purchasing Manager

Encl: Order Form No. 123

Based on the statement above business letter have 4 types of letter, but in this research the writer will focus on letter of inquiry. Because it can make the students easier to make a business letter.

F. Concept of Students' Ability in Writing Business Letter

Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. Writing ability further depends on the ability to think clearly about something that we want to write in written form. Hyland states that, writing is regarded as an extension of grammar – a means of reinforcing language pattern through habit formation and testing learners' ability to produce well-formed sentences.²⁰ Ability in writing is important because writing is one of crucial ways to deliver information through a language mastered by both the reader and the writer. If we have ability in writing, so we can write a good written form.

Writing is a complicated skill of English. When students have good vocabulary and the sentence pattern (grammatical), they was able to arrange and write a good composition of writing. In addition writing is students' expressing their idea and feeling that combined with vocabulary mastery, mastery of grammar and the technique of how to write all. Writing is one of four skills that important and should

²⁰Hyland, *Op. Cit.* p.3

be mastered by students.²¹Based on that statement, it can be concluded that writing is skill of English in expressing idea and feeling that combined with vocabulary mastery of grammar and the technique.

A business letter is a formal communication between people or companies and it is written to conduct some sort of business. Every person within an organization is in customer relations, so writing an effective business letter is an important skill for every employee, manager and business owner. Drucker, the father of the science of office management, says, As soon as you take one step up the career ladder your effectiveness depends on your ability to communicate your thoughts in writing and in speaking.²² Business letters can be challenging to write, because you have to consider how to get your reader's attention. Getting the reader's attention is a tough job. If your letter is long-winded, pompous, or says nothing of interest, you'll lose the reader. Based on statement above, it can be concluded that business letter is the way to communication with people or companies because business letter is important and effective for every employee, manager and business owner.

²¹Jeremy Harmer, *Loc. Cit.*

²²Vicky H. Morison, *Loc. Cit.*

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the writer used qualitative research design. Bodgan and Taylor in Setiyadi state that qualitative research design is a research that produces descriptive data in the form of written words or oral from the subject and its behavior that can be observed. Therefore, the goal of the research is an individual understanding and its background completely.¹ So that, the writer used qualitative approach in conducting this study because the writer collect the data in the form of words or pictures rather than number.

In this research, the writer used qualitative research because the writer intended to know the real factors that made the students get difficulties in writing. Through qualitative research model the writer may be able to collect the data to answer the problem above because qualitative model can facilitate to analyze the students ability in writing business letter.

¹ Ag. Bambang Setyadi, *Metode Penelitian Untuk Penelitian Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p.219

This study would be aimed to describe the students' ability in writing business letter for the eleventh grade of SMK Al-Huda Jati Agung Lampung Selatan 2016/2017

B. Research Subject

In this research, the subject was students at the second semester of the eleventh grade of SMK Al-Huda Jati Agung Lampung Selatan in the academic year of 2016/2017. There are four classes which consist of 135 students. According to Nasution in Nurlina, that in terms of the perception of qualitative research, non-probability sampling tends to have characteristics, traits or certain characteristics. In addition, one of the non-probability sampling is purposive sampling: sometimes it can be called judgmental sampling.² Then to select the sample as the source of data the writer used purposive sampling technique.

According to Marguerite et.al in Nurlina, purposive sampling technique is a common procedure used in qualitative research that identifies key informants of person who have specific knowledge about the topic being studied. The type of purposeful sampling that a writer may decide to use depends on the purpose of the study.³ Therefore, the writer took one class XI Farmasi, which consists of 35 students. It was taken based on students' average score that as the lowest score for all classes. The numbers of the students of the eleventh grades are 135. It can be seen in following table 4 :

²Nurlina, *An Analysis of Students' Ability in Writing Narrative Paragraph*, (Lampung: IAIN Raden Intan Lampung, 2014), p.33.

³Ibid.

Table 7
Numbers of the Students of the Eleventh Grade
SMK Al-Huda Jati Agung Lampung Selatan

No .	Class	Genders		Number of Students
		Male	Female	
1.	XI TKJ 1	13	18	31
2.	XI TKJ 2	14	17	31
3.	XI TKR	17	21	38
4.	XI FARMASI	4	31	35
Total		48	87	135

Source : Documentation of SMK Al-Huda Jati Agung Lampung Selatan 2015/2016

C. Data Collecting Technique

In this research, the writer used three data collecting technique in qualitative research.

They are test, interview, and questionnaire. For detail description as follows:

1. Test

Test is a way to get accurate score from the students who is given by the teacher. It can be done by asking the students to write the business letter. It means that to get the data, a writer collects the score of English subject by the students. It can be done with proposing the data from their teacher.

1. Questionnaire

Questionnaire is a list of questions that is used by obtaining information from respondent.⁴ The writer gave questionnaire to the students in order to know the further opinions and to know the aspect that may influent the students learning process and to comfirms the answers given by their teacher. From collecting data through questionnaire, the writer found out the students respond toward the teaching and learning process.

The writer distribute the questionnaire after the process of teaching business letter writing. The aim is to find out problems faced by the students in learning business letter writing. Furthermore, in this research, the writer used close-ended questions and give the questionnaire to the students. A close-ended question is a question format that limits respondents with a list of answer choose from which they must choice to answer the question.

2. Interview

Esterberg in Sugiono said that interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and join construction of meaning about particular topic.⁵ According to Stainback interviewing provides the writer a mean to gain a deeper understanding of how the students interpret a situation or phenomenon that can be gained through observation.

⁴ Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2010), p. 151

⁵Sugiono, *Metode Penelitian Quantitative, Qualitative and R&D*, (Bandung: Alfabeta 20thed, 2014), p. 317

The interview used in collecting the data from the teacher. The writer ask the teacher about his opinions of the activity in teaching learning process including problems in business letter writing by the students. The intend of the interview is to gain a deeper understanding from the teacher of students' ability in business letter writing.

D. Research Procedures

The procedures of research used as follows:

1. The writer found the population and the sample. The writer choose the school and the sample to conducts the research.
2. The writer prepare the material that appropriate with the curriculum and suitable for the students.
3. The writer came to the class with the teacher and gave the test to the students.
4. The writer gave questionnaire to the students.
5. In order to get the data, the writer interviewed the teacher to know his opinion referring to the material and the activity.
6. Finally, the writer analyze the data and makes the report

E. Validity of The Data

In the qualitative research, the writer have to reveal the data as the real life of the subject. This qualitative research used some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid,

triangulation is employed. According to Setiyadi, triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research, because the attitude of human beings is quite complex, the use of a single method in collecting the qualitative data is often considered not enough. There are 6 kinds of triangulation, there are :

- a. Triangulation of time, triangulation of time has two forms, there are cross-sectional and longitudinal. In cross-sectional, data collection is carried out at the same time with different groups but in the longitudinal, data collection is carried out from the same group with different time.
- b. Triangulation of place. In triangulation of place to make the data collection more accurate, it can be done using different places for similar data.
- c. Triangulation of theory. In triangulation of theory, data collection is collected based on different theories or by analyzing the same data with different theories.
- d. Triangulation of method. In triangulation of method the writer will use different methods for collecting similar data.
- e. Writer triangulation. In researcher triangulation, for collecting the same data, it is done by some people.
- f. Triangulation of methodology. In triangulation of methodology, the data collected from the same learning process with different approaches, namely quantitative and qualitative so the writer collects both of data from those approaches.⁶

⁶ Ag Bambang Setiyadi, *Metode Penelitian Untuk Bahasa Asing* (Yogyakarta: Graha Ilmu, 2002), p. 214

In this research, the writer used triangulations method, in triangulation method, the writer use three data collecting techniques, and they are: observation, questionnaire and interview. The observation focus on the process of teaching learning business letter writing. Interview and questionnaire conduct to get the data which can be use to make sure about the result of observation. Also the writer used time triangulations because the writer would collect the data from same group in different time.

By applying this triangulations method and time triangulaton, the writer expects the result of this research will consistent for the data, because the data collecting more than one data source.

F. Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research.⁷ Data analysis conducted to create understanding of the data and to enable the writer presented the result of this research to the reader. In this research, the writer analyzed the data by qualitative descriptive with the steps as follows:

1. Data reduction, the activity to select the data that is suitable with the focus of the problem.
2. Data display, the activity to explain the data in order to be meaningful.

⁷*Ibid*,

3. Data conclusion, the activity to conclude the data. After analyzing the data the writer make a conclusion. The last step is concluding the data, after the students' problems are classify, the writer calculate the percentage of classification. The writer used formula of percentage:⁸

$$P = \frac{f}{N} \times 100\%$$

P: Percentage Number

F: Frequency

N: Number of cases

⁸Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Pt. Raj Grafindo Persada, 2003), p.43

CHAPTER IV

RESULT AND DISCUSSION

A. General Description of the Place of the Research

SMK Al-Huda Jati Agung Lampung Selatan is located on Jatimulyo on Jl. Pesantren Al-Huda Jatimulyo Jatiagung Lampung Selatan. This school was established 2004 by society of Jatimulyo. The headmaster in SMK Al-Huda Jati Agung Lampung Selatan now is Mr. Dwinanto, ST. The activities of teaching learning process begin at 01.00 PM and finish at 05.30 PM.

The total number of teachers who teaches in there are 40 teachers, and the total number of the students are 454 students.

There are some office at the school, namely headmaster office, teacher office, and administration office. This school has also library, automotive repair, musholla, and computer laboratory. As sport facilities, the school is provide with a volley ball court, futsal court, and basketball court.

B. Condition of Teachers and Students of SMK Al-Huda Jati Agung

SMK Al-Huda Jati Agung has 40 teachers and 2 staffs. And data of the teachers and the staffs with different distribution can be seen as follow:

Table 8
Data of Teachers and Staff in SMK Al-Huda Jati Agung

NO.	Name of Teacher and Staff	Expertise
1.	Dwinanto, S.T	Dasar-Dasar Mesin
2.	A. Habib, S.Pd.I	Kealhudaan
3.	Dwi Asmayanti, S.Pd	Ips /Sejarah
4.	Joko Widodo, S.Pd	Pkn
5.	Farid Densa, Stp	Fisika
6.	Elik Gunarto, S.Kom	Corel Draw
7.	Deni Sandra Dewi, S.Pd	Kwu
8.	Agus Nurokhani, S.Pd	Kimia
9.	Sri Murdiawati, S.Kom	Animasi
10.	Dartono, S.T	Engine
11.	Edi Susanto, S.Pd	Bahasa Inggris
12.	Dian Sugara, S.Pd	Matematika
13.	Sigit Setiawan, S.Pd	Sistem Kemudi
14.	Sri Murtiniwati, S.P	Ipa
15.	Nur Amalia, S.Kom	Kkpi
16.	M. Andrianto, S.Pd	Penjaskes
17.	Purwantoro, S.Pd	Kopling Dan Sistem Pengoperasian
18.	Bambang Irawan, S.T	Hidrorik
19.	Subki Ali Harun, M.Pdi	Pai
20.	Oges Tari Zalika, S.Pd	Pkn
21.	Elli Andini, S.Pd	Fisika
22.	Sukma, S.H.I	Kealhudaan/PAI
23.	Renda Hidayatullah, S.S	Bahasa Inggris
24.	Lia Dewi Hapsari, S.Pd	Bahasa Indonesia
25.	Viva Desi Handayani, S.Pd	Ips
26.	Desti Hastuti, S.Sos.I	Sbk
27.	Ahmad Munandar	K3
28.	Eka Dewi, A.Md.Kep	Menerapkan Penggolongan PKRT Dan Alat Kesehatan

29	Dewi Ratna Asih, S.Far.,Apt	Farmakognosi
30	Asep Yusuf H., S.Pd	Biologi
31	Endang Rahmawati, S.S	Bahasa Inggris
32	Mukti Arum, S.Pd	Bahasa Indonesia
33	Okta Ferdiansyah, A.Md.Far	Dasar-Dasar Kefarmasian
34	Budi Setiawan, S.Pdi	Pai
35	Yulia Eka Puspitasari, S.Si.,M.Pd	Matematika
36	Tien Puspitasari, S.Pd	Kimia
37	Bayu Aji P., S.Kom	Melakukan Instalasi Sistem Operasi Dasar
38	Febrio Makaira, S.Far.Apt.	Dasar-Dasar Farmakologi
39	Rina Septi, S.Pd	Matematika
40	Arief Maulana, S.Pd	Penjaskes
41	Sumiyati	
42	Siti Suliyah	

Source: Documentation of SMK Al-Huda Jati Agung Lampung Selatan.

Table 9
Number of Students in SMAN 13 Bandar Lampung
in the Academic Year of 2015/2016

No.	Class	Male	Female	Total Students
1.	X	112	58	170
2.	XI	80	69	149
3.	XII	58	77	135
	Total	250	204	454

Source: Documentation of SMK Al-Huda Jati Agung Lampung Selatan

Table 10
Facilities and Condition of the School

NO.	Room Name	Total	Condition
1.	Headmaster's room	1	Good
2.	Teacher's room	1	Good
3.	Administration's room	1	Good
4.	Classroom	18	Good
5.	Physics laboratory	1	Good

6.	Computer laboratory	2	Good
7.	Language laboratory	1	Good
8.	Science laboratory	1	Good
9.	Automotive repair	1	Good
10.	Library	1	Good
11.	Small mosque	1	Good
12.	Hall	1	Good
13.	OSIS' room	1	Good
14.	PMR/Scout room	1	Good
15.	BK room	1	Good
16.	Kitchen	1	Good
17.	Cooperation	1	Good
18.	Canteen	3	Good
19.	Toilet for teacher	2	Good
20.	Toilet for students	6	Good
21.	Football court	1	Good
22.	Volley ball court	1	Good
23.	Badminton court	1	Good
24.	Table tennis field	1	Good
25.	Basketball court	1	Good

Source: Documentation of SMK Al-Huda Jati Agung Lampung Selatan

C. Research Procedure

In analysis of students' ability in writing business letter, the writer used written test. Before the writer giving a test the students by the teacher to the students to read business letter on letter of inquiry was chosen by writer. After that the students did the test in order to get the data result about students' ability in writing business letter of inquiry letter.

Business letter of inquiry has been ever learnt in school. Firstly, the writer came to the class and introduce herself. Then, the writer gave a business letter material. Next,

the writer gave students a piece of paper and the writer asked them to write part of an inquiry letter by using their own language.

The writer researched the sample using the techniques above to collect the data. The writer found out some result of the research in *An Analysis of Students' Ability in Writing Business Letter at the Second Semester of the Eleventh Grade of SMK Al-Huda Jati Agung Lampung Selatan in the Academic Year of 2015/2016*. The writer got the data in the form of score. The scores were derived from the written test. The test was held on September 13rd 2016 at SMK Al-Huda Jati Agung Lampung Selatan. The data were able to draw and describe conclusion.

In addition, to know the problems faced by the students in writing business letter, the writer used questionnaire. The writer asked the students to fill some question that were given by the writer. After that the writer interviewed the teacher to find the solution in solving the problems faced by the students in writing business letter.

D. Data Analysis

After taking the written test of the students, the writer started to analyze the data. Firstly, the data were given score. Based on analytic rating scale, there are five criteria in scoring their ability. There are content, organization, vocabulary, language use, and mechanics. The writer only focused on the content of students' writing. Then

the writer found out the score classification. Finally the writer found out percentage of score classification.

The next step, the writer found out the students' problem in writing business letter. And the last step, the writer found out the solution to solve the problem faced by the students in writing business letter, the writer interviewed the teacher.

E. Result of the Research

The writer has conducted the research at SMK Al-Huda Jati Agung Lampung Selatan in the second semester. The subject of this research were the eleventh grade students of class XI Farmasi in SMK Al-Huda. The main instrument of this research was writing test.

As previously informed that there are five criteria in scoring their ability based on analytic rating scale, there are content, organization, vocabulary, language use, and mechanics. In this research, the writer only focused in content in students' writing.

It also found that there are 3 students who got excellent to very good score classification, 6 students who got good to average score classification, 8 students who got fair to poor score classification, 12 students who got very poor score classification, 6 students who got fail score classification. When the score classification was made percentage, it was found 8.6% students who got excellent to very good score classification, 17.1% students who got good to average score

classification, 22.9% students who got fair to poor score classification, 34.3% students who got very poor score classification and 17.1% students who got fail score classification. Here is the percentage of score classification:

Table 11
The Percentage of Score Classification

Score Classification (X)	Number of Students	Percentage (p)
Excellent to very good	3	8.6%
Good to average	6	17.1%
Fair to poor	8	22.9%
Very poor	12	34.3%
Fail	6	17.1%
Total	N=35	100=$\sum p$

Based on explanation above, it can be concluded the highest frequency score classification of the students' ability in content is very poor score classification with 34,3%.

F. Questionnaire Result

The next step, the writer distributed the questionnaire to the students. The questionnaire consisted of 10 items that was intended to identify the factors of students' problem in writing business letter. Based on the questionnaire filled by the students, the writer could describe the data as follows:

Based on the data gained from questionnaire, the responds of students are varied. Most of students do not understand about writing a letter, they have difficulties in using a word in writing letter. Not all of students like about English, but half of students thought that writing English is important. It means that the students have difficulties in writing a business letter. Because many of them thought that writing English is difficult and confusing. But many of students thought that writing business letter is important in the future. It can be seen from the data as follows:

Table 12
Result of Questionnaire no.1

No	Question	Answer	Percentage
1.	Apakah kamu menyukai pelajaran bahasa Inggris? (do you like English lesson?)	a. Ya (yes)	54.3%
		b. Tidak (no)	45,7%

The data above show that most of students like about English lesson. They were 54.3% students like about English lesson and 45.7% do not like English lesson.

Table 13
Result of Questionnaire no. 2

No	Question	Answer	Percentage
2.	Apakah menurut kamu bahasa Inggris itu penting? (do you think that English is important?)	a. Ya (yes)	82.9%
		b. Tidak (no)	17.1%

The data above show that 82,9% students thought that English is important thing in the future.

Table 14
Result of Questionnaire no. 3

No	Question	Answer	Percentage
3.	Apakah kamu menyukai pelajaran menulis dalam bahasa inggris? (do you like written form in English?)	c. Ya (yes)	62.9%
		d. Tidak (no)	37.1%

The data above show that the students like writtem form in English. 37.1% students do not like writing.

Table 15
Result of Questionnaire no. 4

No	Question	Answer	Percentage
4.	Apakah kamu selalu bertanya kepada Guru ketika kamu mengalami kesulitan? (do you always ask the teacher when you have a trouble?)	a. Ya (yes)	82.9%
		b. Tidak (no)	17.1%

The data above show that the students always ask the teacher when they have a trouble. And 17.1% students they do not ask the teacher when they have a trouble.

Table 16
Result of Questionnaire no. 5

No	Question	Answer	Percentage
5.	Apakah kamu memahami cara penulisan dalam membuat surat bisnis? (do you understand how to make a business letter?)	a. Ya (yes)	45.7%
		b. Tidak (no)	54.3%

The data above show that the students did not understand about make a business letter. 54.3% students are difficult to make a business letter.

Table 17
Result of Questionnaire no. 6

No	Question	Answer	Percentage
6.	Apakah kamu mengalami kesulitan dalam pembuatan surat? (do you have any difficulties in writing letter?)	a. Ya (yes)	68.6%
		b. Tidak (no)	31.4%

The data above show that 68.6% students had problem with the writing letter.

Table 18
Result of Questionnaire no. 7

No	Question	Answer	Percentage
7.	Apakah kamu mengalami kesulitan dalam peletakan tanda baca dalam sebuah surat? (do you have any difficulties in using punctuation in writing letter?)	a. Ya (yes)	57.1%
		b. Tidak (no)	42.9%

The data above show that 57.1% students had problem with punctuation in writer a letter.

Table 19
Result of Questionnaire no. 8

No	Question	Answer	Percentage
8.	Apakah kamu mengalami kesulitan dalam menulis surat bisnis? (do you have any difficulties in writing business letter?)	a. Ya (yes)	62.9%
		b. Tidak (no)	37.1%

The data above show that 62.9% students had difficulties in writing business letter.

Table 20
Result of Questionnaire no. 9

No	Question	Answer	Percentage
9.	Menurut kamu apakah membuat sebuah surat bisnis itu penting? (do you think that writing business letter is important?)	a. Ya (yes)	85.7%
		b. Tidak (no)	14.3%

The data above show that many of students think that writing a business letter is important. And 14.3% students say that it is not important.

Table 21
Result of Questionnaire no. 10

No	Question	Answer	Percentage
10.	Menurut kamu apakah mempelajari sebuah surat bisnis itu dapat berguna dikemudian hari? (do you think that learning a business letter is usefull in the future?)	a. Ya (yes)	85.7%
		b. Tidak (no)	14.3%

The data above show that 85.7% students think that if we have learning a business letter it can be usefull in the future.

G. Interview Report

To support the data of questionnaire, the writer employed interview. The interview was given to English teacher to know about his solution to solve the problems in writing business letter. Based on the result of interview, the teacher stated that they must explain and give the the students more practice to solve the problems in writing business letter.

On the other hand, to solve the problem in capital letter, the teacher explain and more about capital letter usage and ask the students to practice writing. The teacher believe that, when the students practice in writing, they will be able to writing business letter as well as possible.

Besides, to solve the problems in using punctuation faced by the students, the teacher explain and give example about punctuation. The students will understand when they are given many example.

From explanation above, beside the teacher explain more about the usage of capital letter, punctuation, and generic structure the teacher also should ask the students to practice writing business letter continual, because business letter can be usefull in the future.

H. Discussion

After collecting the data from the students, the students' ability in content based on analytic rating scale were identified. After giving score and classifying the score the frequency was determined.

Furthermore, there are also some result which are in classification. There are five classification in students' ability; excellent to very good, good to average, fair to poor, very poor and fail.

The highest frequency score classification of the students' ability in content is very poor score classification 34.3%. The writer concluded that the students' ability in writing business letter at the second semester of the eleventh grade at SMK Al-Huda Jati Agung Lampung Selatan was very poor.

In addition the writer found the problem faced by the students in writing business letter there were 54.3% students who like English lesson, 82.9% students who thought that English is important, 62.9% students who like written form in English, 82.9% students who always ask the teacher when they have trouble, 54.3% students did not understand about make a business letter, 68.6% students had problem with the writing letter, 57.1% students had problem with punctuation, 62.9% students had difficulties in writing business letter, 85.7% students thought that writing business letter is important, and 85.7% students students thought that if we have learning a business letter it can be usefull in the future. The highest frequency score classification of the students' problem in writing business letter is students thought that writing business letter is important, and if we have learning a business letter it can be usefull in the future with 85.7%.

Based on the result of interview the teacher stated that to solve the problems in writing business letter, the teacher explain more about the usage of capital letter, punctuation, and grammar the teacher also should ask the students to practice writing business letter continual.

CHAPTER V

CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, the writer drew some conclusions and suggestion in an analysis of students' ability in writing business letter in written form.

A. Conclusion

Based on analysis of students' ability in writing business letter in written form in SMK Al-Huda Jati Agung Lampung Selatan which the writer focused on content, the writer concluded:

The students' ability in writing business letter based on content who got highest score is very poor 34.3%. And the lowest score is excellent to very good 8.6%. The writer conclude that the students' ability in writing business letter at the second semester of the eleventh grade at SMK Al-Huda Jati Agung Lampung Selatan was very poor.

In addition the writer found the problem faced by the students in writing business letter that 57.1% students had problem with punctuation, 62.9% students had difficulties in writing business letter, and 85.7% students students thought that if we

have learning a business letter it can be usefull in the future. The writer conclude that most of students did not understand make a business letter and they had problem with punctuation and difficulties to writing business letter.

Based on the result of interview the teacher stated that to solve the problems in writing business letter, the teacher explain more about the usage of capital letter, punctuation, and grammar the teacher also should ask the students to practice writing business letter continual.

B. Suggestion

From the conclusion above the writer would like to give some suggestion:

1. Suggestion for the teacher

- a. The teacher do not only give the explanation how to write a business letter but also the teacher must give the students more exercises in applying business letter of inquiry letter.
- b. The teacher can apply a method it is explains business letter of inquiry letter, give examples of business letter of inquiry letter.
- c. The teacher should give more writing exercise to the students so that they will be familiar to English writing in writing business letter.

2. Suggestion for the students

- a. The students should learn and practice more about writing business letter of inquiry letter in order to develop their ability in English writing.

- b. The students should not be lazy to transfer their idea in written form in order to develop their writing skill.

3. Suggestion for the other researcher

- a. For further researcher, the writer should try to find out the students' ability in writing business letter of inquiry letter in other criteria such as, organization, language use, vocabulary, and mechanics.
- b. For further research, the writer tries to find out the students' ability in other genre business letter such as, offering letter, ordering letter, and advice of despatch.

REFERENCES

- Arikunto, Suharsimi. 2010. *Prosedur Penelitian*. Jakarta. Rineka Cipta.
- Brown, H Douglas. 1994. *Teaching by Principles*, (New Jersey: Prentice-Hall Inc.
- Byrne, Donn. 1998. *Teaching Writing Skill*. England. Longman. First published.
- Carey, John. A. 2002. *Business Letters for Busy People*. National Press Publications.
- Creswell, Jhon, W. 2002. *Educational Research: Planning Conducting and Evaluating Quantitative and Qualitative Research*. Fourth Edition. by Pearson Education, Inc, United States of America.
- Fatimah, Ayu. 2014. *Developing Students' Writing Ability In Business Letter By Using Flashcard*. Gorontalo. Universitas Negeri Gorontalo.
- Hamp-Lyons, Liz and Abd Ben Heasley. 2006. *Study Writing*. Second Edition. Cambridge. Cambridge University Press.
- Harmer, Jeremy. 2001. *The Principle English Language Teaching*. New York. Longman.
- _____. 2004. *How To Teach Writing*. England. Longman. fourth Impression.
- Langan, John. 2010. *Exploring Writing Sentence and Paragraphs*. New York: McGraw-Hill.
- Marguerite et al. 2006. *Methods in Educational Research: From theory to Practice*. San Francisco. Jasey-Bass.
- Morrison, Vicki H. 2011. *An Anchor For Management Students: The Value Of Drucker's Contribution. International Journal of Business, Humanities and Technology*. Vol. 1 No. 3. (March 30th 2016).
- Raimes. 1983. *Technique in Teaching Writing*. New York. Oxford University. first published.
- Richards, Jack c. and Willy a. Renandya. 2002. *Methodology in Language Teaching; An Anthology of Current Practice*. London. Cambridge University Press.
- S. Nasution, 2009. *Metode Research penelitian Ilmiah*. Jakarta. PT. Bumi Aksara.

Scott, Wendy A. and Lisbeth H Ytreberg. *Teaching English to Children*. London. Longman.

Setiyadi, Ag. Bambang. 2006. *Metode Penelitian Untuk Penelitian Bahasa Asing*. Graha Ilmu. Yogyakarta.

Sianipar, Pandapotan. 1995. *Tips and Trik Make a English Business Letter*. Jakarta. Gramedia.

Sugiyono, 2014. *Metode Penelitian Quantitative, Qualitative and R&D*. Bandung. Alfabeta.

Tribble, Christopher. 1996. *Writing*, New York: Oxford University Press.